

Pocalla Springs Elementary

2060 Bethel Church Road
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	907 Students	
Principal	Lucille S. McQuilla	803-481-5800
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	65	41	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Average	Unsatisfactory	No
2005	Average	Below Average	Yes
2006	Average	Unsatisfactory	No

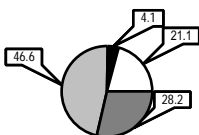
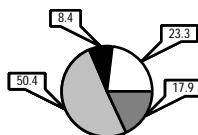
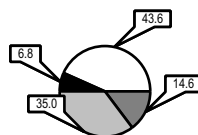
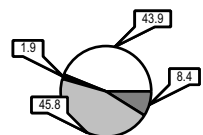
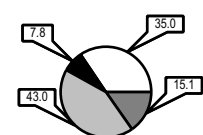
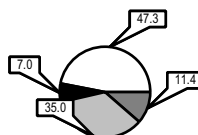
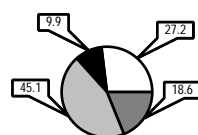
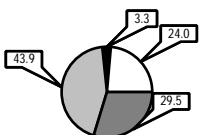
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	412	95.9	20.3	47.5	28.0	4.2	46.0	Yes	Yes
Gender									
Male	199	95.5	26.3	51.5	18.7	3.5	35.1	N/A	N/A
Female	213	96.2	14.8	43.7	36.6	4.9	56.3	N/A	N/A
Racial/Ethnic Group									
White	256	98.8	18.6	46.0	31.0	4.4	49.6	Yes	Yes
African American	138	89.9	20.5	53.6	23.2	2.7	41.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	38.5	23.1	23.1	15.4	38.5	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	354	100.0	16.7	47.6	30.9	4.7	50.2	N/A	N/A
Disabled	58	70.7	51.4	45.9	2.7	0.0	10.8	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	95.9	20.3	47.5	28.0	4.2	46.0	N/A	N/A
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	404	95.8	19.3	48.3	28.2	4.3	46.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	286	94.8	22.7	51.7	24.4	1.2	40.5	Yes	Yes
Full-pay meals	126	98.4	15.2	38.4	35.7	10.7	58.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	412	95.9	21.2	52.0	18.4	8.5	44.6	Yes	Yes
Gender									
Male	199	95.5	26.3	50.9	12.9	9.9	35.7	N/A	N/A
Female	213	96.2	16.4	53.0	23.5	7.1	53.0	N/A	N/A
Racial/Ethnic Group									
White	256	98.8	18.6	51.3	19.9	10.2	51.3	Yes	Yes
African American	138	89.9	24.1	55.4	16.1	4.5	31.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	30.8	38.5	15.4	15.4	53.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	354	100.0	18.6	52.1	19.9	9.5	47.9	N/A	N/A
Disabled	58	70.7	43.2	51.4	5.4	0.0	16.2	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	95.9	21.2	52.0	18.4	8.5	44.6	N/A	N/A
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	404	95.8	20.4	52.3	18.7	8.6	45.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	286	94.8	22.7	55.0	18.2	4.1	38.4	Yes	Yes
Full-pay meals	126	98.4	17.9	45.5	18.8	17.9	58.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	412	96.8	43.6	35.1	14.7	6.5	21.3
Gender							
Male	199	96.5	48.9	31.5	12.4	7.3	19.7
Female	213	97.2	38.6	38.6	16.9	5.8	22.8
Racial/Ethnic Group							
White	256	99.2	36.7	35.4	19.2	8.7	27.9
African American	138	92.0	54.1	37.7	7.4	0.8	8.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	53.8	15.4	7.7	23.1	30.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	354	99.7	37.3	38.3	16.8	7.6	24.4
Disabled	58	79.3	82.4	15.7	2.0	0.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	96.8	43.6	35.1	14.7	6.5	21.3
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	404	96.8	42.9	35.5	15.0	6.6	21.6
Socio-Economic Status							
Subsidized meals	286	96.2	50.2	35.6	11.9	2.4	14.2
Full-pay meals	126	98.4	28.9	34.2	21.1	15.8	36.8

Social Studies							
All Students	412	96.8	43.9	45.8	8.4	1.9	10.4
Gender							
Male	199	96.5	47.8	41.6	9.0	1.7	10.7
Female	213	97.2	40.2	49.7	7.9	2.1	10.1
Racial/Ethnic Group							
White	256	99.2	41.5	46.7	9.6	2.2	11.8
African American	138	92.0	47.5	46.7	4.9	0.8	5.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	46.2	23.1	23.1	7.7	30.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	354	99.7	37.7	50.3	9.8	2.2	12.0
Disabled	58	79.3	82.4	17.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	96.8	43.9	45.8	8.4	1.9	10.4
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	404	96.8	43.5	46.0	8.6	1.9	10.5
Socio-Economic Status							
Subsidized meals	286	96.2	49.4	44.7	5.1	0.8	5.9
Full-pay meals	126	98.4	31.6	48.2	15.8	4.4	20.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	137	98.5	12.2	39.8	43.1	4.9	48.0
	4	141	100.0	26.9	49.2	23.1	0.8	23.8
	5	133	99.3	20.3	51.2	28.5	0.0	28.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	131	96.2	20.4	38.9	33.3	7.4	40.7
	4	140	95.7	17.1	47.2	30.9	4.9	35.8
	5	141	95.7	23.6	55.3	20.3	0.8	21.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	137	98.5	12.2	67.5	14.6	5.7	20.3
	4	141	100.0	23.1	48.5	23.1	5.4	28.5
	5	133	99.3	16.3	50.4	17.9	15.4	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	131	96.2	26.9	49.1	16.7	7.4	24.1
	4	140	95.7	18.7	52.0	19.5	9.8	29.3
	5	141	95.7	18.7	54.5	18.7	8.1	26.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	137	98.5	29.3	55.3	13.0	2.4	15.4
	4	141	100.0	50.8	34.6	10.0	4.6	14.6
	5	133	99.3	28.5	34.1	17.9	19.5	37.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	131	100.0	46.8	39.6	9.9	3.6	13.5
	4	140	95.0	46.5	26.0	20.5	7.1	27.6
	5	141	95.7	38.0	40.3	13.2	8.5	21.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	137	97.8	23.0	59.0	15.6	2.5	18.0
	4	141	100.0	30.0	53.8	13.1	3.1	16.2
	5	133	99.3	34.1	46.3	13.0	6.5	19.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	131	100.0	37.8	51.4	10.8	0.0	10.8
	4	140	95.0	38.6	46.5	10.2	4.7	15.0
	5	141	95.7	54.3	40.3	4.7	0.8	5.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 907)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.6%	Up from 3.1%	3.6%	2.8%
Attendance rate	95.7%	Down from 96.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Up from 3.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	No change	0.0%	0.0%
Eligible for gifted and talented	8.1%	Down from 9.0%	8.1%	10.4%
On academic plans	33.1%	N/AV	40.7%	33.6%
On academic probation	7.0%	N/AV	0.5%	1.0%
With disabilities other than speech	6.9%	Up from 6.2%	9.0%	7.5%
Older than usual for grade	1.7%	Down from 2.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No change	0.0%	0.0%
Teachers (n= 57)				
Teachers with advanced degrees	28.1%	Up from 25.5%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.1%	N/A	2.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 6.7%	0.0%	0.0%
Teachers returning from previous year	87.1%	Down from 89.0%	87.1%	87.3%
Teacher attendance rate	95.9%	Down from 97.0%	95.1%	94.9%
Average teacher salary	\$37,631	Up 4.5%	\$42,210	\$42,485
Prof. development days/teacher	7.3 days	Down from 17.0 days	13.3 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 23.2 to 1	18.2 to 1	18.6 to 1
Prime instructional time	90.8%	Down from 92.2%	89.8%	89.7%
Dollars spent per pupil*	\$4,786	Up 1.1%	\$6,663	\$6,557
Percent of expenditures for teacher salaries*	58.7%	Up from 58.3%	64.0%	64.0%
Percent of expenditures for instruction*	63.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pocalla Springs Elementary School is the largest elementary school in Sumter County. The school is located on Bethel Church Road approximately five miles outside of Sumter.

It is in the southeastern portion in a growing rural area near an industrial park. Pocalla Springs Elementary School opened its doors in August 2005 to more than 900 students in pre-kindergarten through fifth grade.

Pocalla Springs Elementary School has high expectations and works to ensure the best education for every child. Our goal has always been to provide the highest academic and social achievement for each child in a safe and orderly environment. The faculty, staff, and community have a School Improvement Plan that outlines the goals, objectives, and strategies for our school. The School Improvement Council and school personnel regularly review the progress made in achieving these goals. The faculty and staff attribute the success of the students to standard-based instruction, time on task, balanced literacy, problem solving strategies, extended-day programs, School Improvement Council, PACT Night for Parents, and parent volunteers. Our library is open one Saturday of each month for students and parents to spend a morning reading and checking out books.

Our PTA continues to be an integral part of our school success. Our PTA also assists in musical programs, Fall Festival, Staff Appreciation, classroom activities and supplies, and incentives for students. Over the years, District XIII PTA awarded the Principal of the Year award to four of Pocalla's administrators. Three staff members received the Teacher of the Year award. Parents have many opportunities to be involved in their children's educations as demonstrated by numerous volunteer awards.

Our Palmetto Achievement Challenge Test (PACT) results continue to show improvement. Pocalla Springs Elementary met AYP for the 2004-05 school year. The school will continue to work to ensure that students in each subgroup reach proficient and advanced on the state test.

Lucille McQuilla, Principal

Nigel Lee, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	125	63
Percent satisfied with learning environment	97.4%	86.2%	77.4%
Percent satisfied with social and physical environment	100.0%	80.6%	82.5%
Percent satisfied with school-home relations	82.1%	81.6%	73.0%

*Only students at the highest elementary school grade level at this school and their parents were included.